

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

In this chapter, two sections are presented. The first section is about the conclusion containing several points being discussed in the previous chapters. The second section is about the suggestion for English teachers and further research.

#### **5.1 Conclusion**

As one of the four essential skills in language, reading helps people to understand written language. It is in line with the statement from Serravallo (2010) that reading is thinking, understanding and getting meaning behind language in a printed form. Therefore, reading has an important role in understanding language and communicating in a printed form. Reading requires a process of language interaction through printed form. According to Heilman, Blair and Rupley (1981), comprehension task can be considered as the product of the interaction. Gagen (2007) also stated that comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text. It is clear that comprehension tasks are critically important to the students' reading skills development. However, it is quite tricky for the teacher teaching reading especially in Junior High School, the stage when students are expected to understand several kinds of text. Most of the students find it boring to understand many kinds of reading texts. It goes back again to the teachers. This responsibility comes to the teachers since they have the important role for teaching the students. It is important for teachers to update or use

more techniques in order to make the learning activity more enjoyable to the students so that they not only understand the text given but also way deeper to get its meaning.

In this study, the writer attempted to help teachers explore more techniques in teaching reading. The aim of this study is to find out the effect of Jigsaw I on student's reading comprehension achievement. This study was conducted in one of junior high schools in Surabaya. The writer chose seventh grade as her sample because at this level the students are introduced to several kinds of text for the first time. Therefore, it is better to introduce reading with different techniques. The study was a quantitative research with pre-experimental design using pre-test and post-test. Since this study was a pre-experimental one, the writer only used one group consisting of two classes to conduct the treatment and one group consisting one class to conduct the try out test.

Having done with the try out, pre-test, treatments, and post-test, the writer analyzed the data using t-test. The data calculation result showed that the mean of the post test was higher than the mean of the pre-test. Using t-test to analyze the score showed that there was a significant difference of students' reading comprehension achievement before and after being taught using Jigsaw I. It is implied that Jigsaw I can be one of the techniques helping the teachers in teaching reading.

## **5.2 Suggestion**

From the result of this study, the writer would like to give some suggestions which could be helpful and useful for English teachers and further studies.

### **5.2.1 Suggestions for English Teachers**

The writer has found out that the technique of Jigsaw I. This technique does not only make reading class more enjoyable to the students but also this technique can help the students to improve their reading comprehension achievement. From this result, the writer would like to give suggestions to English teachers in order to modify their techniques in teaching English especially in teaching reading.

First, the writer would like to suggest about the techniques used in teaching reading. Some teachers still use the traditional technique having the students do all the reading and the comprehension task on their own or in other word individually. Jigsaw could be one of the other techniques in teaching reading helping the students to get the meaning from passages by combining some ideas from each member in group in order to find the best conclusion. It eases the students to grasp the best understanding from passages and makes the learning more enjoyable because Jigsaw allows the students to communicate and exchange ideas.

Second, the writer would like to suggest about using Jigsaw I in teaching reading. For the teachers who are interested to use Jigsaw I in teaching reading, they should know well about the concept and the steps of implementing Jigsaw I technique. Moreover, the teachers should know whether or not the classroom is suitable to be given such technique. They should pay a lot of attention in giving the rules and steps while implementing this technique. They have to be able to explain the steps accordingly in order to have the technique implemented successfully in classroom.

### **5.2.2 Suggestions for Further Study**

There are some suggestions that the writer could give for the teachers who are interested in conducting a similar study:

The first one to be considered is the type of Jigsaw being used in the classroom. There are several kinds of Jigsaw that can be used. In order to get the students immersed in the learning activity, it is better to choose the type of Jigsaw following the ability of the students in classroom. For example, if the students' ability in learning seems outstanding, the teacher could choose Jigsaw I which is more complicated rather than Jigsaw 2. Vice versa, if the students' ability seems fine, Jigsaw 2, which has simpler steps, can be implemented.

The second, the writer also recommends about comparing Jigsaw I with other techniques. This recommendation aims to give the teachers more chances to explore other techniques which can be used in teaching reading. Teachers would also find the suitable and appropriate technique that can be used to teach their students in other levels.

Last but not least, the writer hopes this study could be useful for English teachers and give valuable contribution especially in choosing appropriate technique in teaching reading. This study is absolutely far from perfect. Therefore, the writer hopes that the other researchers could conduct a better study and give more meaningful contributions.

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